

Eau Claire School Board
Monday, June 4, 2018
Generated by Patti Iverson

Members present

Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

Members absent

Laurie Klinkhammer, Charles Vue

1. REGULAR MEETING - CALL TO ORDER

Following the Pledge of Allegiance, President Luginbill called the meeting to order at 7 p.m. Board Secretary Patti Iverson confirmed that the meeting had been properly noticed and was in compliance with the Open Meeting Law.

2. PUBLIC FORUM

John Drawbert spoke about the agenda item to approve the athletic trainer proposal. He shared the history of Chippewa Valley Orthopedics and Sports Medicine providing these services since 1986. He said there have been minimal costs to the District for trainers and they have contributed \$2 million through services in addition to providing donations in terms of athletics. Dr. Drawbert was concerned with the process the District used to request proposals including two different RFPs. The second one asked for certain hours for athletic trainers per week, which he felt was more than what was needed. He asked for more information on the process.

Jose Alvergue spoke in favor of the Spanish Dual Immersion Program being considered. He is a native bilingual speaker and is on the faculty at UW-Eau Claire. He felt that providing resources for such a program would benefit many students.

Manny Fernandez has two students in the District. About ten years ago he started taking his children to the Twin Cities for a Japanese language school every Saturday. He also speaks Spanish to his children. He strongly supports the Spanish Dual Immersion initiative being considered.

3. BOARD/ADMINISTRATIVE REPORTS

3.1 Superintendent's Report

Superintendent Hardebeck reviewed the School Board's calendar of upcoming events.

Dr. Hardebeck stated that the Eau Claire Area School District has been selected to receive an ABCs for Healthy Communities Grant through Marshfield Clinic Health System and Security Health Plan. The grant in the amount of \$41,530 will be used to train ten District staff and five community members in Mental Health First Aid. Once trained, these trainers will then work with staff in all ECASD schools to

meet student needs. Mental Health First Aid provides a common language regarding mental wellness for youth. This expands emotional supports for students to the entire school community, which extends beyond the existing supports provided by counseling and social worker staff. Participants learn the risk factors and warning signs of a variety of mental health challenges common among adolescents.

Dr. Hardebeck recognized the following students who were winners of the Golden Key 4th Grade Writing Contest:

- 1st Place: Megan Drollinger -- "The Golden Key to Freedom" from Mrs. Duellman's class (Sam Davey Elementary)
- 2nd Place: Suzy Ma -- "A Mysterious World" from Ms. Gray's class (Robbins Elementary)
- 3rd Place: Suchi Ocean Moua -- "The Pencil & the Box" from Mr. Jansen's class (Chippewa Valley Montessori Charter School)

The Mayo Health Clinic Systems' Project Search Steering Committee was recognized by the Wisconsin Association of School District Administrators through the 2018 Bert Grover Child Advocacy Award. This award recognized Project Search's extraordinary dedication to the cause of child advocacy in the state of Wisconsin. The ECASD nominated the steering committee for this recognition. There are several partner agencies that make up the steering committee and are essential for supporting the program. The partnership between all agencies leads to seamless transition services and sustainability through braided funding streams. The Mayo Clinic Project Search Steering Committee is made up of the following partners who were recognized by Dr. Hardebeck:

- Mayo Business Liaisons – Jenn Steffes & Zan Degen
- ECASD Instructor – Tim Burns
- ECASD Director of Special Education – Mandy Van Vleet
- Division of Vocational Rehabilitation – DVR Counselor – Renee Stewart
- L.E. Phillips Career Development Center – Brian Vanderwyst & Susie Haugley
- IRIS & ContinuUs Long-Term Support Agency – Donna Ulig
- Inclusa – Allison Lourash
- Family Liaison – Karen Piekert
- Business Advisory Committee Liaison – Blithe Rinaldi
- DHS-Wi Department of Health Services – Michelle Olson

Five teams from the District represented the State of Wisconsin at the World Finals' Odyssey of the Mind tournament at Iowa State University. Representatives from Robbins, South, Roosevelt, and Chippewa Valley Montessori were present. She said the teams competed with approximately 830 other teams from around the United States and 16 foreign countries in both long term and spontaneous problem solving. The teams all placed around 30th place. They also helped staff a booth at the Creativity Festival in which remote control mice had to maneuver a maze to get

to the cheese, traded pins and hats, and met new friends, took classes sponsored by NASA and Second City Improv, spent time enjoying the recreational facilities at Iowa State and got to experience college dorm life. Dr. Hardebeck thanked the teams for representing the state and the ECASD at Odyssey World Finals.

Joe Luginbill recognized Lauren Priem who served as the School Board's Student Representative for Memorial during the past year. He thanked her for her hard work and presented her with a token of appreciation.

3.2 Board President's Report

President Luginbill said that June is Pride Month. He said there has been a great deal of work done to ensure that communities are fully inclusive for its LGBTQ members. ECASD was the first school district in the state to prohibit discrimination on the basis of gender identity and gender expression for employees and one of the first to add those protections for students as well.

4. OTHER REPORTS

4.1 School Board Committee Reports

The Policy & Governance Committee discussed protocols for concussion management and will be sending a draft to Student Services to share with the Athletic Councils. In the fall this draft will be reviewed again based on feedback received.

4.2 Legislative Update

President Luginbill said that the Blue Ribbon Commission on School Funding has completed its hearings. There have been many great comments shared with the group across the state. More information can be found at www.WASB.org

5. CONSENT RESOLUTION AGENDA

Chris Hambuch-Boyle moved, second by Aaron Harder, to approve the following Consent Resolution Items:

- Minutes of May 21, 2018
- Closed Session Minutes of May 21, 2018
- Human Resources-Employment Report
- 2018-19 Property, Liability and Worker's Compensation Insurance Renewal
- 2018-19 Employee Handbook Modifications
- Athletic Trainer RFP
- Revisions to Policy 185 – Board Committees
- Board Committee Assignments for 2018-19
- Ratification of ECASD and ECAE Master Agreement
- 2018-19 Open Enrollment Applications

Motion carried

Yes: Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

Dr. Hardebeck introduced Cale Bushman, the new principal for North High School. She shared his biography and welcomed him to the District.

6. INDIVIDUALLY CONSIDERED RESOLUTION(S)

6.1 OPEB Timeline

Abby Johnson, Executive Director of Administration, said that listening sessions will be scheduled over the summer months. Tentative dates were shared with the Board. In addition, she said that individual letters are being prepared to provide information to employees impacted by changes in Other Post-Employment Benefits (OPEB). An email was created for staff to send questions/concerns to at OPEB@ecasd.us. A letter was emailed to all staff on May 25, 2018. Staff were asked to send questions to the OPEB email address.

Ms. Johnson shared a proposed timeline with listening sessions scheduled in June and July 2018, discussion by the Board on July 23, 2018 about feedback received at the listening sessions, additional listening sessions with staff in September and October 2018, and a potential decision being made in December 2018. The proposed start date could be July 2019.

The Board discussed having three listening sessions this summer and whether they would have staff meetings at every building in the fall. Staff will receive a personalized letter that would give them their individualized information. Dr. Hardebeck said that typically in September and October meetings are held with staff about the budget. Information regarding OPEB could be shared at those meetings.

The Board discussed whether it should use one option as a starting point for the listening session presentations or if all three options should be shared. There was consensus to include all three options. Those three options would also be shared with staff in the individualized letters they are provided. The Board said the letter should include a statement that none of the options have been approved by the Board at this time but were developed in consultation with the actuary and the Budget Development Committee.

In addition, the Board directed Ms. Johnson to get an updated actuarial statement that included Scenario B with a five-year grandfather and an updated factor for the earned benefit calculation. Currently Scenario B has a three-year grandfather.

Motion by Aaron Harder, second by Chris Hambuch-Boyle, for the School Board to approve the proposed timeline for OPEB with listening sessions to be held in June and July 2018 and completed by July 19, 2018.

Motion carried

Yes: Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

7. ADJOURN TO COMMITTEE

8. COMMITTEE REPORTS/ITEMS FOR DISCUSSION

8.1 Spanish Dual Immersion Program

Brianna Smit, English Learner Coordinator, and Dave Oldenberg, Director of Academic Services, said there were four listening sessions held regarding a proposed Spanish Dual Immersion Program. There were 42 attendees at these sessions. The purpose of the listening sessions was to develop a sense of belonging in the dual language program for students and families for all cultural and linguistic backgrounds, introduce the components of a dual language program, and gauge community support and family involvement for the programming.

Participants in attendance were asked to complete a survey and 36 did that. When asked if they would support the District moving forward with a Spanish Dual Immersion Program, 30 strongly agreed and 6 agreed. There were 21 participants who said they would consider enrolling a child in such a program.

Some of the themes heard at the listening sessions were about lottery protocol, location of the program, the year of implementation, determining Spanish proficiency of incoming students, and doing assessments of student progress.

Ms. Smit said that an application process would need to be created to see if there are enough students interested before a lottery is needed. The proposed locations were Locust Lane and Longfellow based on space availability at those schools for a K-5 program. Determining Spanish proficiency would have to be investigated. Some schools have used screeners, parent interviews, or both. The measures of student achievement would mirror the District's universal program with benchmark testing and state assessments. In addition, students will participate in assessments in the target language as well.

A proposed planning and implementation timeline was shared. The focus in the 2018-19 year would be on professional development and curriculum development so that in 2019-20 the program could be ready for the first group of kindergartners.

Mr. Oldenberg reviewed the estimated budget impact of \$15,000 per classroom for Spanish materials (65% of costs would be from Fund 10; 35% of costs from Title III and bilingual bicultural grant), \$45,000 per school for each school year for bussing from Fund 10; and \$9,300 for Dual Immersion initial trainings and \$5,000 per year for each added classroom from Title II.

The Dual Immersion Committee asked the Board to give direction to continue building the scope and process of launching the program. This would include approving professional development and curriculum writing in July 2018. If the

Board agrees to move forward with the implementation, an application process could be completed by December 2018 and the transportation could be approved in March 2019.

Mr. Oldenberg stated that they would ask the Board to take action in July 2018. He said that by approving in phases, it allows the Board to react to the progress of work with professional development. In December the Board could agree to move forward with the application process with the understanding that it is not a commitment to launch the program but to gauge interest, aptitude, and location of students to determine transportation needs. If the Board agrees to that, in March it could consider transportation costs, students who are interested, the building impact, staffing, etc.

The Board asked for more details on the budget for the program, what has been spent to date, how the program can be staffed with fidelity, criteria for the application process, and sample applications. More detailed information on bussing could be available once families have applied as that will determine routes.

Several Board members felt this type of innovative programming would be beneficial for students and would give families other options. It could also be used as a valuable tool for increasing revenue through increased enrollments. There was caution expressed, however, about budgetary concerns the District is facing that apply to all programs and prioritizing offerings.

8.2 ECASD Every Student Succeeds Act (ESSA) Plan and Public Comment

Jim Schmitt, Executive Director of Teaching & Learning, said the Every Student Succeeds Act (ESSA) is a reauthorization of the 1965 Elementary and Secondary Education Act. The last reauthorization was the No Child Left Behind Act of 2001. ESSA gives states more control regarding how schools account for student achievement. This includes the achievement of disadvantaged students from four areas: 1) students in poverty, 2) students who are not white, 3) students who receive special education, and 4) students with limited English language skills. Mr. Schmitt shared a draft of the District's Plan Requirements under ESSA. He said the District had a large team working on developing the first draft of the plan.

Mr. Schmitt explained that ESSA is funded through entitlement grants: Title I, Part A, Title I, Part D, Title II, Title III, and Title IV, Part A, Subpart 1. He reviewed the purpose and requirements of each grant.

Mr. Schmitt said the District must allow for public review and comment of the District's plan, so it can be submitted to DPI later in the month. Implementation will be facilitated through the District's Multilevel Systems of Support (MLSS) and School Improvement Plan (SIP) process. He said that all non-Title I-A schools will apply to become Title I-A beginning in 2019-20. In addition, the District must revise Policy 811.1, Parent Participation in Schools and must add "text messaging and emailing while driving" to ECASD policies.

Mr. Schmitt said the Board will discuss the ESSA Plan in more detail in August.

President Luginbill asked for public comment on the District's ESSA Plan. No one came forward to share comments.

8.3 Discussion and Possible First Reading of Policy 411.1 - Student Sexual Harassment

Information was received from UW-Eau Claire that included a more comprehensive definition of sexual harassment. It was suggested that this language be included in the policy update.

A first reading of the policy was shared, including the more comprehensive definition:

The District is committed to maintaining a learning and working environment that is free of sexual harassment toward or between students. Sexual harassment of a student can deny or limit, on the basis of sex or gender, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program. The District shall not tolerate sexual harassment in any form and shall take all necessary and appropriate action to eliminate it, up to and including discipline of the offenders.

Sexual harassment is defined as:

- *Any deliberate, repeated, or unwanted sexual advance*
- *Remarks or actions that are sexually offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation, or which interferes with the recipient's academic or work performance*

Sexual harassment can take the form of any unwanted sexual attention, ranging from the following:

- *Leering*
- *Pinching*
- *Patting*
- *Verbal comments*
- *Display and/or exchange of graphic or written sexual material*
- *Electronic comments, photos, or other unwanted sexual materials/communication*
- *Subtle or expressed pressure for sexual activity, including requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.*

In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the following:

- *The possibilities of harassment escalation*
- *Unsatisfactory academic/work evaluations*
- *Difference in academic/work treatment*
- *Unwarranted comments to or by peers*

It is the intent of the District to create an atmosphere where complaints shall be treated fairly and quickly. Any person who believes he/she has been harassed or has knowledge that a policy violation has occurred should file a complaint with the building principal or any trusted School District employee in accordance with the District's Sexual Harassment Complaint Procedures, 411.1-Rule.

All harassment complaints shall be taken seriously and be properly investigated in accordance with the District's Sexual Harassment Complaint Procedures, 411.1-Rule. Any staff member receiving a complaint shall immediately report it to the building principal. Appropriate actions shall be taken to prevent or correct the harassing behavior, which may include referral to law enforcement. There shall be no retaliation against anyone for reporting harassment or cooperating in a harassment investigation. The District shall respect the confidentiality of both the complainant and the accused to the extent possible.

Persons who engage in harassment or retaliatory conduct in violation of this policy shall be subject to disciplinary measures consistent with District policies and procedures.

Notice of this policy shall be circulated to all schools and departments in the District on an annual basis, incorporated in student and staff handbooks, and included in educational presentations.

This item will be brought forward on the consent agenda at the next meeting.

9. REQUEST FOR FUTURE AGENDA ITEMS

There were no requests for future agenda items.

10. ADJOURN TO WORK SESSION

Motion by Chris Hambuch-Boyle, second by Aaron Harder, to adjourn committee meeting and reconvene in Work Session.

Motion carried

Yes: Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

11. WORK SESSION

11.1 LEAP Program

President Luginbill and Aaron Harder drafted a revision to Policy 332 with regards to LEAP Zones. The revisions would change the focus from the LEAP Committee to LEAP Zones. The LEAP Committee definition would be moved to Policy 185, Board Committees. Mr. Harder reviewed recommended changes to the policy. The use of the term 'Innovation Zones' would be changed to LEAP Zones. LEAP Zones would be teacher-led initiatives that primarily function as embedded programs inside of existing ECASD schools. Operational parameters of each LEAP Zone would be defined via a Performance Agreement. It was noted that Policy 331, Charter School Guidelines may also need to be updated to better reflect this new structure.

Mr. Harder said that LEAP Zones shall serve to:

- Increase student engagement in, and ownership of, learning.
- Educate the whole child by using multiple measures to assess academic achievement and social/emotional growth.
- Provide an additional avenue for our District to foster innovation and test new ideas that may see wider deployment in the universal program, if they prove viable.
- Provide an additional avenue for our District to appeal to educators who seek to investigate and develop alternative learning environments.
- Focus on investing in organizational self-improvement and capacity building.

LEAP Zones would be programs of choice. Enrollment would always be optional for students and families. LEAP Zones would be established and sustained in a positive climate of interdependence, collaboration, and ownership among all entities of the ECASD. The School Board, as formal approver of LEAP Zones, recognizes LEAP Zones as semi-autonomous programs initiated and implemented primarily by non-administrative staff.

The LEAP Committee would be responsible for oversight of LEAP Zones and the committee may form one or more working groups to focus on particular LEAP Zones. They may function as District-wide, school based, class, or grade level-based programs.

The draft policy included language that LEAP Zones shall recruit and enroll students in a manner that fully complies with School Board Policy 411-Equal Educational Opportunities. LEAP Zones reserve the right to employ weighted lottery admissions to more fully reflect the diversity of the District and/or neighborhood in which the program is housed. Mr. Harder acknowledged that these statements may need further discussion. The idea of equal educational opportunities may be at odds with the idea of weighted lottery admissions. Some Board members felt a weighted lottery could be done, but they wanted to consult with the District's attorney for guidance.

Development of LEAP Zones would be initiated and implemented primarily by non-administrative staff. If approved by the LEAP Committee, a successful proposal would engage in a three-step development and stakeholder approval process, which would include the school principal and District administration. The resources, powers, and duties required for the program to function would be outlined in the Performance Agreement. These agreements would be unique to each LEAP Zone. If an agreement cannot be reached, the LEAP Committee would attempt to mediate and resolve the issues. If that fails, the committee may present an update to the School Board and request direction on how to proceed.

Each Performance Agreement would include a timeline for development and implementation of alternate assessments relevant to that program's stated educational outcomes. The committee would be responsible for soliciting feedback from the principal and District administrator on each LEAP Zone at least annually.

There was some question about how changes can be made to a LEAP Zone and under what circumstances a LEAP Zone may be restructured or terminated. This will be further investigated.

A question was asked if a community group or non-profit organization could propose a LEAP Zone. As drafted, these proposals would be teacher-led initiatives, so there would need to be in-District buy in for any proposal.

The policy also included language with regards to the budget for LEAP Zones. LEAP Zones would not be used as a general tool for special budgetary dispensation. Budget categories of Promotional, Development, and Operational would be included. Those categories were further defined in the draft policy.

The policy noted that LEAP Zones support other work in the District and that all staff are doing difficult and innovative work every day. LEAP Zones serve as just one more channel to foster innovation in the District.

It was recommended that a Performance Agreement template be created to ensure consistency, completeness, and clarity of these contracts.

Board members shared some thoughts about the draft policy. Some felt there may be a perception that outside of LEAP Zones, there is no innovation going on in the District. Although language was added to the draft policy to address this, Mr. Harder asked Board members who were concerned with this to send him examples of areas that could be modified as he was trying to be very sensitive to that. It was noted that Teaching and Learning has been working on a model and structure to make sure innovation happens in every building.

President Luginbill asked Board members to send any suggestions or changes to Mr. Harder so that it can be discussed in agenda setting as to how to continue the conversation about the policy. This could include another Work Session. Dr. Hardebeck indicated that the draft will be shared with the Executive Team, the

Policy & Governance Committee, the LEAP Committee, teachers, principals, and others.

12. ADJOURN

Motion by Aaron Harder, second by Chris Hambuch-Boyle, to adjourn Work Session.

Motion carried.

Yes: Lori Bica, Chris Hambuch-Boyle, Aaron Harder, Joe Luginbill, Eric D Torres

Meeting adjourned at 10:53 p.m.